

EMBEDDED COACHING REFLECTION

SCHOOL Northeast	
DATE December 17-18, 2018	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
Team Focus Circle Grade: Elementary Middle Secondary <input checked="" type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	Leadership/Guiding Coalition Focus <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions <ul style="list-style-type: none"> ● Slight increase in rigor of instruction ● Math PLC was focused on instructional practices with continual referencing of the standards and targets. Vertical alignment was also evident and concentration of lesson line ● The administrative monitoring tool developed during our last visit is providing specific data on an individual teachers instructional practices and patterns are emerging ● Teachers are not changing their instructional practices based on administrative monitoring 	Leadership/Guiding Coalition Discussion

<p>and PL provided. Additional action will be needed from administration to force change</p> <ul style="list-style-type: none"> ● STAR data is not being tracked by some teachers and teachers are not emphasizing the purpose or importance ● When PBIS was evident in the classroom positive behavior was occurring ● Annotating was evident in the majority of the ELA classrooms ● Good teacher/student relationships were evident in 6 of the 7 classrooms observed ● Students were very attentive and complied with tasks assigned in 6 of the 7 classrooms visited ● 72 senior currently have a failing semester grade 	
<p>Next Steps</p> <ul style="list-style-type: none"> ● Continue to use the administrative monitoring tool and take appropriate action when teachers' instructional practices do not change based on follow-up meetings ● Utilize administrative observations to identify teacher's instructional deficiencies as skill or will issue and take appropriate action ● Provide teachers with a clear expectation for the utilization and student tracking of the STAR assessment ● Continue to focus on rigor in the classroom and address concerns as soon as possible ● Identify pathways for seniors that fail a first semester course required for graduation to retake course 	<p>Next Steps</p>

Complete each section that represents the session you attended.

REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?

Monitoring of quality instructional delivery is beginning to show improvement in some areas. As patterns of non-compliance emerge, address them quickly will have a high impact. Continuing to follow through with crucial conversations about expected changes in instructional practice is vital to continuing to increase rigor and student academic performance.

STAR assessments must be administered in a systematic sequence and students must track their own data. Teacher attitude toward this task directly impacts the students' value placed on the task.

The 72 seniors that have a failing first semester grade must have options for meeting graduation requirements

NEXT STEPS: What are the actions needed before next coaching meeting?

- Conduct the meetings with teachers that have already been identified as having a problem of practice and have not changed behavior based on written feedback
- Develop a calendar that identifies dates for the STAR assessment
- Develop and clearly communicate to staff and students the purpose and expectations of increasing lexile levels through STAR
- Develop a senior list of students who have failed first semester required courses and explore options

AGENDA ITEMS: Topics for next coaching visit.

- Observe classroom of the three teachers that have been identified as having shown a pattern of poor instructional practices
- Observe any classroom that your monitoring tool has identified as having a problem of practice and has received either written feedback or participated in a meeting with administration to address the problem
- Review comparative STAR data
- Review list of first semester students who have failed any required course and discuss the plan for graduation